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of photography, the cinematograph, steam, and electricity, in enabling "the most remote person of all, the head of the State, to take lodgment in the feeblest and humblest imagination." "Thus by a process of ceaseless and multitudinous attrition the image of the sovereign and his circle is stamped into the brain-stuff of the country" (pp. 272, 273). It would have been a pleasure to transcribe the whole passage; but I prefer to send the reader to the book itself. I merely set beside it, as not inapposite, a reference from another page (p. 146) to the Miltonic republicanism of Walter Savage Landor: "To Landor's mind a monarchy seemed inherently vulgar."

As to the prospects for the future, I think not quite enough stress is laid on a certain logical coherence of the two most strongly opposed types,—the formal Republic and theocratic Absolutism; though certainly the author is clear enough on the historic necessity with which republicanism in the Latin countries has become anti-clerical. And for the past a real practical efficacy in logic is recognized. Some of the causes of the triumph in France of the republican principle, it is remarked (p. 62), "belong to the intellectual tissue of the age." Thus while few either among thinkers or practical reformers had advocated a republic in advance, republican institutions came, when once the movement was set going, through a certain compulsive force that there is finally in logic. It may be important to bear this in mind. Whenever our country again has an impassioned mood, the theoretic positions in terms of which political thinking has gone on will not be negligible.

T. WHITTAKER.

London, England.

THE PSYCHOLOGY OF EDUCATION. By J. Welton, M.A., Professor of Education in the University of Leeds. London: Macmillan & Co., 1911. Pp. xxi, 507.

In the words of Professor Welton's preface: "This book is a systematic treatise neither on psychology nor on education. It endeavors to set forth the relation between them." This relation he says "must be found in the actual lives of individual children," and his object is to help people engaged in education to study those lives and, it may be, to inspire teachers "to publish precise records of careful observation on points

which specially interest them." In the introductory chapter, Education and Psychology, he seeks to win the good will of the teacher by a sympathetic discussion of the plain teacher's skepticism of the value of formal psychology. He points out that all experienced teachers who seriously reflect on their work attain a very considerable amount of psychological knowledge and insight. "Teachers and parents in so far as they lack this ('practical psychology') are nothing better than external forces which define more or less narrowly the course of the child's life: they are not, and never can be, agents influencing that course of life from within so as to make it richer and fuller." But save to the heaven-born teacher, this practical psychology is not enough. It needs to be made explicit and in order to guard against error it must be constantly tested and guided by 'theoretical psychology' by a knowledge of genetic psychology in fact. On the other hand, the young teacher is warned that books and introspection alone will never make a psychologist; individuals must be studied in addition.

The book is a most enjoyable one to read. It is free from technicalities and very pleasantly written, but somehow it hardly comes up to the expectation raised by the introductory discussions. It is not sufficiently convincing. This is undoubtedly due in part to the fact that in trying to keep the treatment simple, the author leaves a good many difficulties unsolved. We feel this, for example, in the treatment of mental endowment, habit, suggestion, and imitation. Thus he says "it is apparent that in the copying of a product, as distinct from the imitation of a mode of action, there is a considerable element which is suggestion and not imitation at all. The picture to be copied suggested the actual process of painting." Again he speaks of "the powerful suggestive power Raphael exercises" over the later work of the art student who has tried to acquire the master's style or his skill in coloring. It is not easy to distinguish the difference between this use of the term suggestion and the popular one as when we speak of a 'suggestive idea,' whatever that may be. Moreover, it is doubtful whether where children are concerned "imitation of process is earlier than imitation of result" if we are to accept imitation as implying volition. Only passing reference is made to the problems that modern experimental psychology is trying to solve, and nothing is said of the methods that are adopted. Hence it is doubtful whether

such a bald quotation as "a child of superior intelligence is a force which should not be wasted" (M. Binet) will convey much meaning to the uninitiated. Again the thread of a gradually developing genetic psychology is not kept clear throughout the book, with the result that the beginner will probably receive less help than it was the author's intention to give. This is unfortunate, as the book will prove very helpful to the teacher who already possesses some knowledge of 'theoretical psychology.' The many classroom problems scattered throughout the book are admirably discussed: the treatment of interest and attention is very stimulating. The part purpose plays in education and in life generally is repeatedly emphasized though the genesis of purpose is not very clearly developed. As Professor Welton says, we are still a long way from Pestalozzi's ideal of psychologizing education. In the meantime, this book can be confidently recommended to teachers as a real effort in this direction.

C. BIRCHENOUGH.

The University, Sheffield.

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- MONDE MORAL: L'ORDRE DES FINS ET DES PROGRÈS. Par Henry Lagrèsille. Paris: Librairie Fischbacher, 33 rue de Seine, 1911. Pp. 516.
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- RECENT ADMINISTRATION IN VIRGINIA. By F. A. Magruder. (Johns Hopkins University Studies in Historical and Political Science, Under the Direction of the Departments of History, Political Economy, and Political Science. Series XXX, No. 1.) Baltimore: The Johns Hopkins Press, 1912. Pp. 204.
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